

OVPLT eNewsletter

Office of the Vice President for Learning & Teaching

November 2022



University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

DOUBLE CLICK TO NAVIGATE 

STORIES BY TOPIC:

WELCOME TO THE LATEST EDITION OF THE OVPLT ENEWSLETTER 2022



Professor Paul McSweeney, VP Learning & Teaching

Welcome to the latest edition of the OVPLT eNewsletter where we share all the news, events and opportunities from the OVPLT Centres. Until recently, the Office of the VP for Learning and Teaching family was comprised of the Centre for the Integration of Research, Teaching and Learning, the Centre for Digital Education, the UCC Language Centre, the Skills Centre, Adult Continuing Education and the Exam Appeals Office. We are now very pleased to welcome the UCC Library and Cork University Press to join the OVPLT family.

UCC Library, encompassing Boole Library, Brookfield Health Sciences Library and Cork University Press contains rich collections, information, and knowledge management systems. UCC Library supports the academic teaching, learning and research of the University through services, collections, and spaces. It is a meeting place for students and staff members alike and offers a diverse range of study and research environments.

CUP is well known to you all as the publisher of the wonderful Atlas series - most recently

Atlas of the Skelligs which has been shortlisted for an An Post Book Award - in addition to many scholarly monographs.

In addition to this new addition, there are updates from the other centres on training opportunities for colleagues, events, projects and news from our staff and colleagues around the university.

We hope you enjoy reading our newsletter and any feedback or submissions for the next newsletter can be sent to

✉ j.churcher@ucc.ie

Professor Paul McSweeney
VP Learning & Teaching

A handwritten signature in blue ink that reads "Paul McSweeney". The signature is fluid and cursive, with a long horizontal stroke at the end.

 www.ucc.ie/teachlearn

WELCOME TO THE UCC LIBRARY & CORK UNIVERSITY PRESS

UCC Library

There are many different Study and Research environments on offer in the Library including the UCC Library Creative Zone, Group Study Rooms, Exhibition Area, Digital Environment Lounge and Library Studio. UCC Skills Centre and UCC Disability Support Service Assistive Technology Lab are also housed in the Boole Library building. UCC Library supports the development of information and digital literacy competencies of our students.

UCC Library's Special Collections and Archives include unique collections of literary manuscripts, early printed books pre-1850, books from printing presses, collections donated from individuals, 18-20th Century newspapers, theses, maps, pamphlets, photographic and microfilm collections. The Library collects documentary material of historical and cultural relevance to the Munster region as well as collections and archives of specific interest both to the UCC community and international community.

UCC Library buildings contain over 2,600 study spaces. Some 5000 people visit the library during busiest semester and examination periods. There were 1.79 million overall visits to the Library in 2019. UCC Library also currently operates the longest opening hours of any academic library in the country, opened from 7:30-1:30 am 7-days a week during the academic term time.

UCC Library also manages CORA (Cork Open Access Archive) which contains over 2.5 million open access journals, book chapters, theses and other research outputs from the University.

UCC Library is a legal deposit library, entitled to receive, by statutory obligation, one copy of any publication first published in the State.



Boole Library

Cork University Press

Cork University Press has recently been reassigned as a unit within UCC Library and is the oldest academic press in Ireland, established in 1925 by Alfred O'Rahilly. Cork University Press is responsible for publishing the multi-award winning Atlas series. The latest in the series, *The Book of the Skelligs*, has been nominated in the An Post Irish Book Awards 2022 for Best Irish Published Book of the Year. The Atlas series has previously won awards for the *Atlas of Great Irish Famine* (2012), *Atlas of the Irish Revolution* (2017) and *The Coastal Atlas of Ireland* (2021). Each title in the series is the culmination of several years work and achieve the rare goal of being serious academic works that have broad and wide-reaching appeal to the general public and in particular to the Irish diaspora.

Cork University Press specialises in the broad field of Irish Cultural Studies, its subject range extends across the fields of music, art history, literary criticism and poetry. A particular focus is in the areas of Irish cultural history, archaeology and landscape studies. The team in Cork University Press publishes twice yearly with several titles published each Spring and Autumn season.

UCC LIBRARY SOME FACTS & FIGURES

eResources

- eBooks 2020/21
- Access to 653,101 eBook titles
- Over 990,000 eBook section downloads in 2020/2021 academic year.
- eJournal 2020/21
- Access to 119,218 eJournal Titles
- Over 2.76 million article downloads in 2020/2021 academic year.
- Research Databases 2020/21
- Access to 334 Research Databases
- Over 2.47 million database records viewed in 2020/2021 academic year.



Ground Floor, Boole Library

🚩 Items Loaned each year: **400,000 +**

🚩 Print Collections : **1,500,000 + items**

🚩 **5000** daily visits

🚩 **1.7 million** visits annually



Some Recent Awards UCC Library has received:

- Excellence in Services Award - Library of the Year 2021
- Best Library Team Irish Education Awards 2018
- Best Public Library Sector Category in Cork
- Environmental Awards Ceremony 2017
- Runner up IFLA (International Federation of Library Associations)
- Green Library Awards 2019
- Shortlisted for Packman Awards Innovation Waste Management 2018
- Shortlisted for Sustainability Team of the Year at Irish Green Awards 2018

The Library also has its own **newsletter** which can be viewed here.
<https://sway.office.com/rg9wefWFtRMu2TQD?ref=Link>



AWARDS & CELEBRATIONS

INTERNATIONAL ADULT & CONTINUING EDUCATION HALL OF FAME

On September 28th 2022, Dr Séamus O'Tuama, Director of Adult Continuing Education, UCC, was inducted into the International Adult and Continuing Education Hall of Fame as part of the 2022 class. The Hall of Fame was created to honour leaders in the fields of continuing education and adult learning and to serve as a record and inspiration for the next generation of continuing education leaders. This enormous honour is richly deserved and recognises Dr O'Tuama's outstanding contribution to the field of adult education and lifelong learning not only in Ireland, but on the international stage too. The ceremony was held during the ASEM conference, with a black-tie event following the Hall of Fame ceremony, being a much enjoyed highlight.

CONGRATULATIONS

Congratulations to our OVPLT colleague, Dr Rosarii Griffin, who recently became 'interim Director' for the Centre for Global Development replacing Dr Nick Chisholm in advance of his retirement from UCC on 30th September.



Dr Rosarii Griffin, OVPLT



Dr Seamus O'Tuama receiving award

AWARDS & CELEBRATIONS

UCC TEACHING EXCELLENCE AWARDS 2022

The Vice President for Learning and Teaching was pleased to invite nominations for the UCC President's Awards for Excellence in Teaching.

These prestigious awards recognise excellence in teaching and provide a process for acknowledging the outstanding efforts of teaching staff to ensure that UCC students receive the highest quality learning and teaching experience.

All UCC staff, students and alumni were invited to submit nominations for this recognition award (A staff member may self-nominate or nominate a peer).

You may nominate an individual or a team of teaching staff, and you may submit more than one nomination.

After the closing date of nominations which was the 21st October 2022, all nominees were contacted and invited to submit a short application (due on 11th November). A selection panel will review the combined nomination and application forms for each nominee and those shortlisted to receive an award will be invited to attend an awards ceremony in the Aula Maxima on the **7th December 2022**.



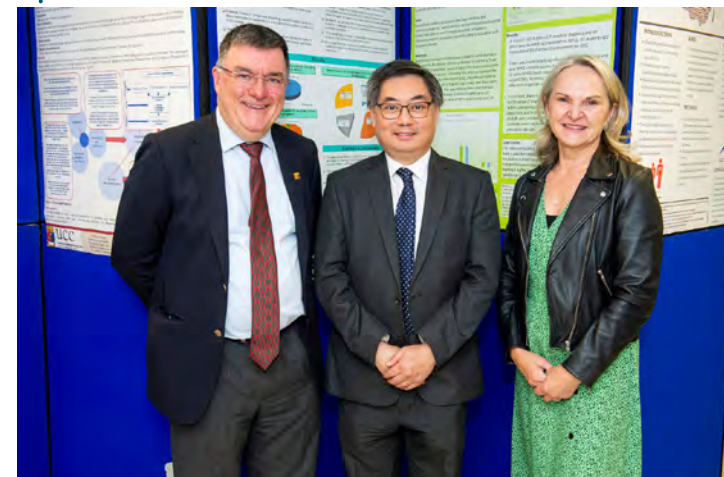
EVENTS

LEARNING & TEACHING SHOWCASE 2022

The College of Medicine and Health Learning and Teaching Showcase 2022 was held in Brookfield Health Sciences Complex on Friday 17th June. It was the first time the event had been held since 2019 and staff across the College of Medicine and Health enjoyed the opportunity to meet in person and exchange views and opinions. Professor Albert Leung from University College London delivered an excellent keynote address on the design and successful delivery of Continuing Professional Development. Each school presented a bite-size lecture as well as colleagues representing Interprofessional Education, ASSERT, Micro credentials, iEd Hub and Graduate Attributes. Forty posters were displayed, which indicates the enthusiasm with which staff engaged with this year's event and the broad scope of talent and imagination across the College of Medicine and Health. The organising committee were Margaret Bermingham (School of Pharmacy), Anne Burke (College of Medicine and Health), Serena Fitzgerald (School of Nursing and Midwifery), Christie Godsmark (School of Public Health), Collette Hand (School of Medicine), Martina Hayes (School of Dentistry), Jane Hurley (College of Medicine and Health) and Declan O'Sullivan (School of Clinical Therapies).



Organising Committee Collette Hand (School of Medicine), Declan O'Sullivan (School of Clinical Therapies), Margaret Bermingham (School of Pharmacy), Frank Burke (School of Dentistry), Martina Hayes (School of Dentistry), Jane Hurley (College of Medicine and Health), Christie Godsmark (School of Public Health)



Dr Frank Burke, School of Dentistry, Prof Albert Leung, Keynote Speaker, University College London, Prof Helen Whelton, College of Medicine and Health

EVENTS

ACE GOES INTERNATIONAL



Dr Seamus O'Tuama, Adult Continuing Education

Over the past few months, ACE’s research and practice around lifelong learning has been showcased on the international stage as best in class. As part of the highly successful ‘Global Lifelong Learning Week’ held in UCC in September by the ASEM Lifelong Learning Hub hosted by ACE, Dr Séamus Ó Tuama, ACE Director, was inducted into the prestigious International Adult Education Hall of Fame for his enormous contribution to the adult education sector. As Chair of the ASEM Lifelong Learning Hub, Séamus is currently visiting seven countries in Southeast Asia making links with key stakeholders in the region including the ASEAN University Network (AUN), the Southeast Asian Ministers of Education Organisation (SEAMEO), UNESCO, EU SHARE, and the British Council. Séamus has also been delivering keynote addresses and participating in panels at both national and international events including the Global Lifelong Learning Summit in Singapore,

the QS Higher Education Summit in Jakarta, the SEAMEO Regional Centre for Higher Education and Development’s Inter-Regional Research Symposium in Bangkok, and the ALLIED National Industry Engagement event in Brunei.

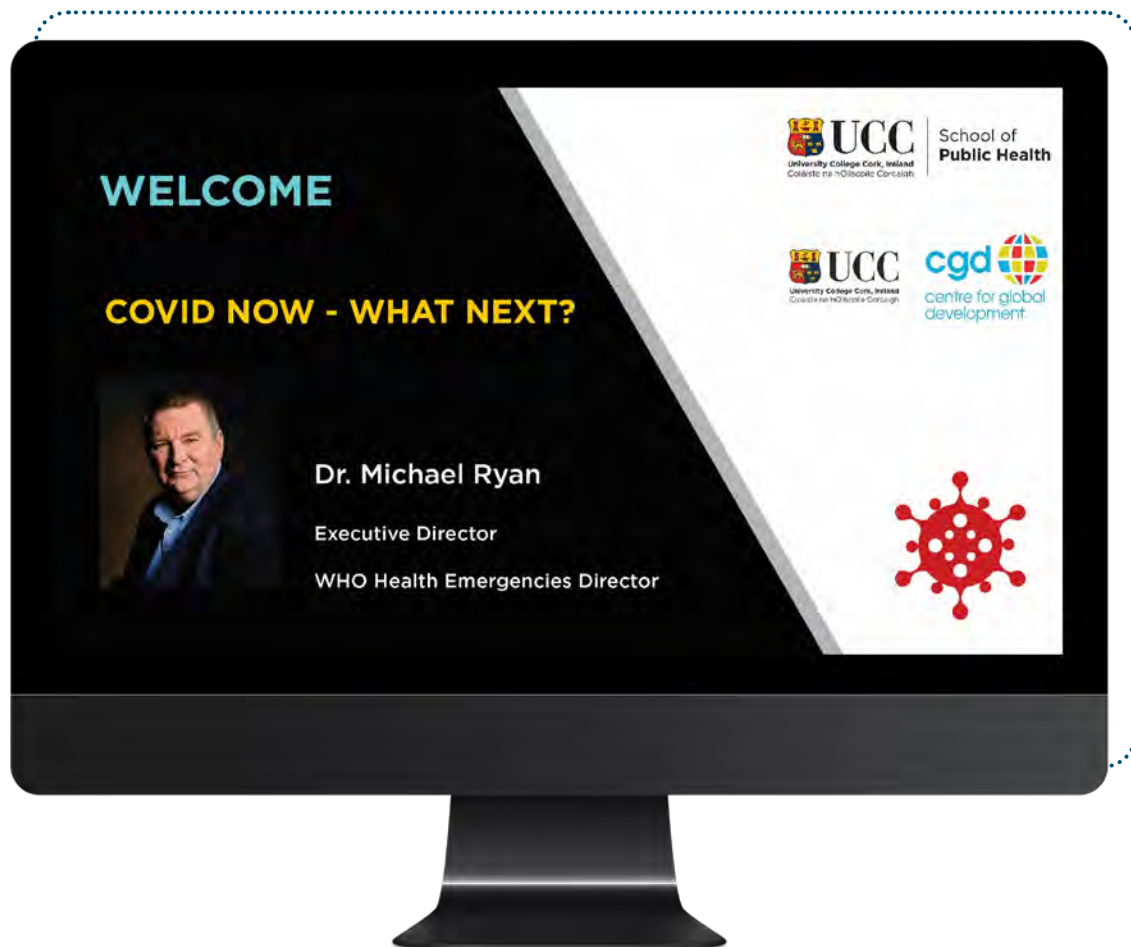
Lyndsey El Amoud, ACE Assistant Director, has also represented ACE as an invited speaker at a number of European conferences since September when she travelled to Zürich (Switzerland), Pécs (Hungary), Milan (Italy) and Barcelona (Spain). Lyndsey was also invited to deliver the keynote address at the annual conference of the Latin American Network of Continuing Education in the Tecnológico de Monterrey, Mexico in October. En route to Mexico, Lyndsey delivered guest lectures in both Texas State University and Austin Community College. Later this week, Lyndsey will represent the ASEM Lifelong Learning Hub at the ASEM Education Secretariat’s Intermediate Senior Officials Meeting (ISOM) 2022 in Malta. It’s been a busy few months in ACE!



Lyndsey El Amoud, Adult Continuing Education.



Lyndsey El Amoud, Adult Continuing Education, Jorge Blando Martinez, Tecnológico de Monterrey



WEBINAR WITH DR MIKE RYAN

The Centre for Global Development gained positive local, regional and national media attention in September when it co-hosted, along with the School of Public Health, a webinar with Dr Mike Ryan (WHO), who spoke on the topic 'Covid Now - What Next?'. This also featured on the RTE 6 One News. The CGD Lunchtime (1-2pm) Seminar Series recommenced on Tuesday 11th of October. The theme of the CGD Seminar Series will continue to cover the UN Sustainable Development Goals (SDGs) in line with UCC's strategic plan. The CGD seminar series will remain online for the foreseeable future in order to facilitate staff and students attending from all parts of the UCC campus and beyond. The Seminar Series is also open to members the general public, enhancing UCC's reach and engagement into the community. All are welcome to join.

<https://www.ucc.ie/en/publichealth/news/dr-mike-ryan-webinar-covid-now--what-next-recording-is-available-below.html>



EVENTS



CGD Board Members

EVENTS

INSTITUTION-WIDE APPROACHES TO EMBEDDING UNIVERSAL DESIGN WITH DR KEVIN MERRY

Inclusive UCC and CIRTL welcomed Dr Kevin Merry from De Montfort University to UCC on September 23rd. Kevin gave an insightful session on De Montfort’s journey, shedding some light on how they have enabled a university wide adoption of Universal Design for learning and teaching practices to ensure accessibility and inclusivity. It was a timely workshop as we currently work on developing our five-year strategic plan here at UCC and consider how Universal Design will play a part. Many more UCC colleagues are embarking this semester on the Digital Badge in Universal Design for Learning, a further testament to UCC’s commitment to inclusive teaching and learning practices.



Pictured L-R: Professor Stephen Byrne, Olive Byrne, Dr Kevin Merry, Asha Woodhouse, and Professor Paul McSweeney.

ACE WELCOME DAY

On Saturday, September 17th, Adult Continuing Education held an in-person Welcome Day on campus for adult learners who are about to start their studies at UCC. This was the first in-person event of this kind in some years. The invitation was well received by learners, who were delighted to have an opportunity to meet classmates and fellow ACE students. The aims of the orientation included giving a very warm welcome to the group, fostering a sense of identity as UCC students, and an overview of some of the support services available across campus. ACE are very grateful to those who gave up their time on a weekend to come and meet the group, including Disability Support, Skills Centre, Graduate Attributes Programme, and our alum Liam Sheffron who gave an insightful talk on his experience as an adult learner. The day was well attended by ACE staff, who were on hand to answer questions, provide reassurance, and get to know the group.



Dr Patricia McGrath at ACE welcome day.

LANGUAGE CENTRE SUMMER SCHOOL



Language Centre Summer School Trip 2022

The Language Centre let out a collective sigh of relief when, after two years of enforced lockdown, the Centre's summer school was able to bounce back to campus in June, July and August this year. With up to 142 students per week attending, the summer school exceeded all expectations. Led for the first time by two new University Language Teachers, Claire Maloney and David Moran, the feedback was outstanding. The atmosphere was fun but purposeful, with classes mainly in the morning, and educational and social activities planned for the afternoons. The summer school provided a boost to the local economy as well, with the students being introduced to the many attractions in Cork and beyond. Students stayed in a combination of host family accommodation and campus and private accommodation in the area.

We are used to publishing feedback from students, but it was very nice to read the praise for teachers by the two leads, particularly as many of the teachers were employed on a sessional basis for the period of the summer only:

“The teachers were fantastic. They adapted very quickly to using Teams as a digital platform and the admin docs within. They planned interactive classes that encouraged students to produce English actively. They continually met the needs of the students and kept them engaged. They utilised a lot of what UCC had on offer: the Hub, the library, the lovely outdoors, as well as the classrooms themselves. It was easy to see the rapport that had developed between the students and teachers. I believe this comfortable environment made students more open to their peers as well. When introducing new students to classes on a Monday morning, the other classmates would clap and cheer to welcome them, it was fantastic!”



Claire Moloney, UCC Language Centre



David Moran, UCC Language Centre

EVENTS

SKILLS CENTRE UPDATES & EVENTS



President John O'Halloran at the Skills Centre stand

All in the Skills Centre are delighted to be back in action on campus this academic year 2022/23, enjoying the great buzz around campus the last couple of weeks.

We met with over 4,000 new students during Orientation and the Fáilte Festival, and attendance at online and in-person sessions saw 2,067 learners engaging with the Skills Centre! By the end of September, we saw a marked increase in the demand for our individual appointments, and we've had over 800 learners dropping into the Centre in Q-1 in the Boole Library.

Working closely with our colleagues in History, English, Economics, Pharmacy, Nursing, Bio-Technology, CUBS and many more we are frontloading skills in many modules, delivering over 60 sessions some weeks.

We also continue to offer our Saturday morning sessions supported by our colleagues in Adult Continuing Education (ACE) which are hugely beneficial not only for the ACE students, but also for learners who work part-time and cannot access us during the week and those with caring responsibilities as all these sessions are delivered online. Our Calculation Centre, with the support of the School of Mathematical Sciences, is now operational three times a week, a lunch time (1-2pm) Monday and Friday in WGB G_09 and in the Skills Centre, Q-1 of the Boole Library on Monday evenings (5-6pm).



Skills Centre Ambassadors Yueling Sima and Chara Charalambous (photo by Tomas Tyner)

Our team of undergraduate and postgraduate tutors are busy at our pop-up stands and at our in-person sessions both in the Library and around the campus during the term helping students of all skill levels! Resources from all our sessions are also available to all students through the Success Zone on Canvas. We're all very excited for what looks to be an extremely promising year!



EVENTS

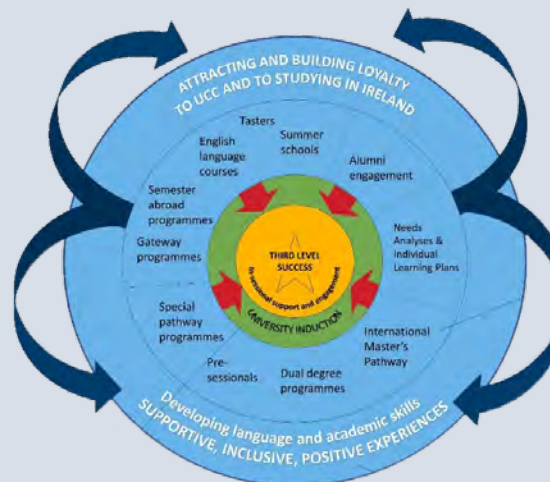
QQI CONFERENCE

A Language Centre delegation attended the annual QQI conference in October. The theme for the conference was 'Strategic Partnerships' and the Language Centre produced this poster to address the theme of 'Enhancing Ireland's reputation as a destination for international learners'. The poster shows the role of the LC in supporting students at different stages of their journeys leading up to and once they have started their degree programmes at UCC.



Attracting, including and individualising: the role of the English Language Centre

UCC LANGUAGE CENTRE SUITE



Our activities built knowledge and skills, cultural competence, understanding of Ireland and University College Cork.

The student may step in or out of the cycle, their journey beginning with a taster and continuing to the completion of a degree and afterwards becoming an alumnus/a.

Pre-sessionals and pathways provide direct entry with our own admissions tests.

Inside and outside classrooms, supported, connected encounters with Irish, Cork and UCC culture.

Post degree registration, induction and in-seasonal workshops provide for ongoing linguistic and cultural development in recognition that 'Academic English is no one's first language'.

CREATING THE CONDITIONS FOR INTERNATIONAL STUDENTS TO SUCCEED

- Preparing for and supporting study
- Experiencing inclusion

SUPPORTING RECRUITMENT

- Providing students with tasters of the university experience
- Creating programmes which act as recruitment pipelines either directly or indirectly

HOW WE ENGAGED STAKEHOLDERS

1. Created a shared identity and purpose for the centre and articulated a vision about internationalisation.
2. Mapped the apparatus around internationalisation at UCC.
3. Connected with central services.
4. Identified those in sympathy with then mission/potential advocates.
5. Sought influence at the highest level possible.
6. Built our external networks who support student pipelines and other players who we can lean from and collaborate with **constant communication**.

INTEGRATION & INCLUSION

- **From first encounter** student joins the university community.
- **Each encounter** is positive and deepens the relationship with the institution.
- **Each programme** is built around the student.
- **The student** is an active participant, is transformer and transformed; is integrated and ready to contribute at 3rd level.

A PROGRAMME CASE STUDY:

The International Master's Pathway Level 8 Higher Diploma in Academic Discourse and Skills

Each participant provides...

DISCIPLINE

- Audit modules
- Core modules
- Tutorials
- A supported transition from the UG to the PG discipline.

LANGUAGE CENTRE

- Guided, independent, interdisciplinary research project.
- Critical disciplinary approaches.
- Core academic and language skills development.
- Reading groups and other supported experiences across the university.
- Individualised guidance and feedback.

STUDENT

- Research ideas.
- Critical thought.
- Disciplinary perspectives in an interdisciplinary context.
- Individual and group responsibility.
- Input into their personal programme.

New 2022

For students looking to increase academic level + language level. Programme linked to chosen master's.

LAUNCH OF THE SDG DIGITAL BADGE

The launch of UCC's Digital Badge in Teaching and Learning with the SDGs took place in May in the Student Hub Building and featured a panel discussion from UCC teaching staff and students involved in the development of the course as well as a brief introduction to the course. The digital badge expands upon our [SDG toolkit](#) and supports teaching staff to further explore the connections between module content and SDG targets, finding ways to deepen the integration of sustainability into teaching practice and create genuine and transformative experiences for students.



EVENTS



Niamh Guiry, CIRTl, welcomes the audience and introduced the Digital Badge.



Dr Catherine O'Mahony, CIRTl with panel, Dr Alan Morrison, Mr Stephen O'Riordan, Mr Daniel Blackshields, Professor Cath Ellis.



Dr Catherine O'Mahony, Centre for Integration of Research, Teaching and Learning; Dr Angela Flynn, School of Nursing and Midwifery; Dr John Barimo, CIRTl; Asha Woodhouse, SU; Dr Gerard Mullally, Department of Sociology and Criminology.

Academic Integrity Symposium and launch of a new Digital Badge offering, Fostering Academic Integrity in Learning and Teaching.



Dr Catherine O'Mahony, Loretta Goff, Prof. Paul McSweeney, Stephen O'Riordan, Prof. Cath Ellis, Kathy Bradley.

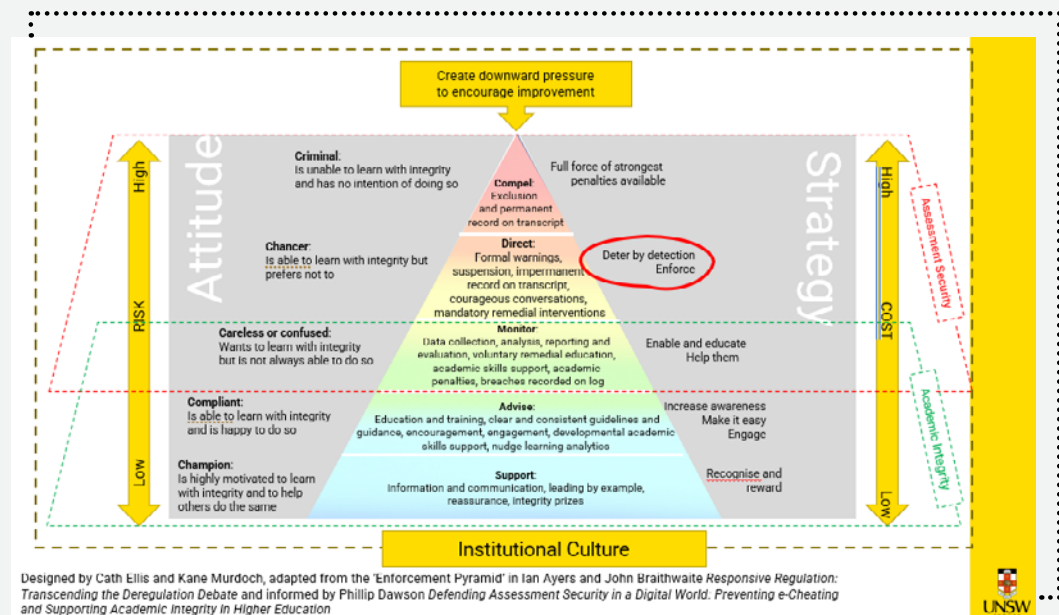
ACADEMIC INTEGRITY SYMPOSIUM & DIGITAL BADGE LAUNCH

The Skills Centre and CIRTl hosted an Academic Integrity Symposium during National Academic Integrity Week and launched a new Digital Badge for Staff, **Fostering Academic Integrity in Learning and Teaching**. It was wonderful to have the room full for the event as threats to academic integrity continue to increase, particularly in the form of contract cheating services which often predatorily target students to offer help with assignments. Promoting a culture of academic integrity at all levels of the University is vital, as highlighted in the symposium, and there are steps we can all take towards this.

After a welcome address from Professor Paul McSweeney urging us all to take an active role in fostering academic integrity, Professor Cath Ellis (UNSW Sydney) gave a talk on contract cheating and a restorative justice and responsive regulation approach to academic integrity. She shared an enforcement pyramid whereby the level of response corresponds to the level of behaviour so that good work is celebrated, integrity is supported through developmental support, and misconduct is processed according to severity, including courageous conversations that encourage students to admit to mistakes, demonstrating that they can act with integrity.

Following this, Loretta Goff launched the new Digital Badge, which will introduce participants to policies and practices relating to academic integrity. The course is set up for open enrolment and participants can engage with the materials in their own time. Workshops held throughout the year to offer a space to engage with colleagues on the topic. For further information on this Digital Badge, and to enrol, please see [Fostering Academic Integrity](#).

If you have any queries about this course, please direct them to [✉ loretta.goff@ucc.ie](mailto:loretta.goff@ucc.ie).



The symposium concluded with a fruitful panel discussion, moderated by Catherine O'Mahony. Alan Morrison (Engineering), Catherine O'Sullivan (Law), Daniel Blackshields (Economics), Stephen O'Riordan (SU Education Officer) and Cath Ellis shared their perspectives on situations where academic misconduct often occurs and what we can all do to support academic integrity, including being approachable to students, embedding it in our curriculum, and assessment design.

EVENTS

NATIONAL ACADEMIC INTEGRITY WEEK 2022

The Skills Centre had a full week of activities for students to engage with during National Academic Integrity Week (Oct. 17-21). We kicked off the week with some training for the Class Reps and a special UNIC Academic Integrity Workshop in partnership with Koç University where participants were invited to analyse scenarios of potential misconduct and collaborate on drafting policy around this. Finishing off the week was Skills and Scones: Academic Integrity Bingo, a fun session to encourage conversation on the topic in a casual, supportive environment. In addition to these, a packed schedule of sessions, including Academic Integrity, and skills that support this, such as Critical Thinking, Time Management, Sourcing and Cite-seeing, Paraphrasing, and Building an Academic Argument were on offer throughout the week.



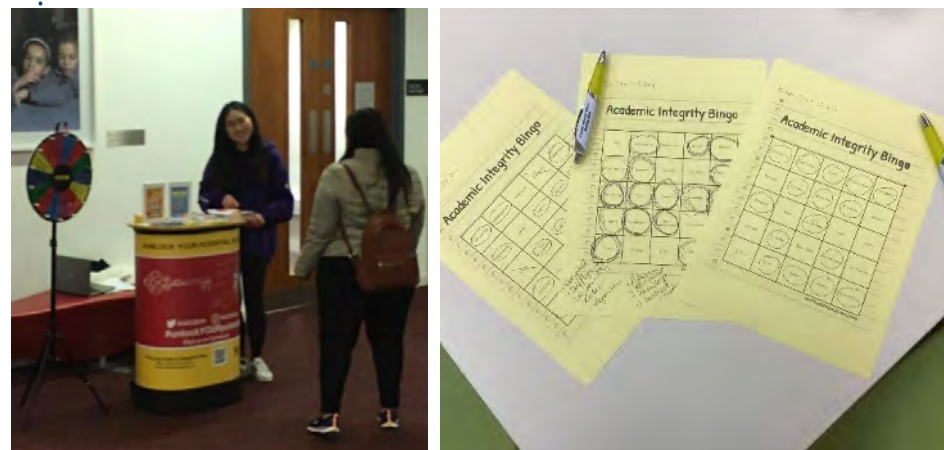
Academic Integrity Video Competition

Prizes:
 1st place: Chromebook
 2nd place: €150 National Book Token Voucher
 3rd place: €75 National Book Token Voucher

Deadline for Submissions: 19 Nov. 2022

UCC Skills Centre

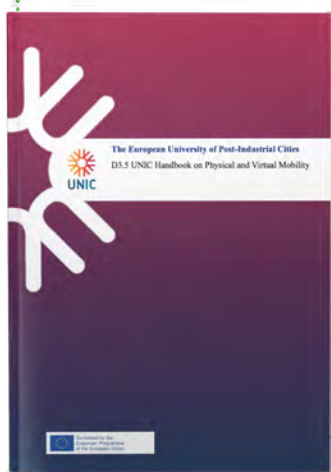
Our Academic Integrity Champions engaged with students across campus at stands in The Hub and the Library, inviting them to spin our Academic Integrity Wheel, encouraging more conversations on the topic. They also spread the word about the [Academic Integrity Video Competition](#) open to all students this semester with some fabulous prizes on offer for 1st, 2nd, and 3rd place, sponsored by the Office of the Vice President for Learning and Teaching.



UCC & UNIC TEACHER TRAININGS VIRTUAL EXCHANGE

Great work has been done in UCC on the UNIC initiative Two tools have been designed to help lecturers design virtual exchange and other mobility formats within their programmes.

- The UNIC handbook on Physical and Virtual Mobility:
<https://www.unic.eu/storage/app/media/Publications%20archive/D%203.5%20UNIC%20Handbook%20on%20Physical%20and%20Virtual%20Mobility.pdf>
- And the Teacher Training workshops for virtual exchange, which started in September:
<https://www.unic.eu/en/events/unic-teacher-trainings-virtual-exchange>



<https://www.youtube.com/watch?v=7m500OAF3bs>

The UCC Language Centre has also designed a free course for Canvas Catalogue (“Learn English B2 & Beginner’s Irish (UNIC Online Language Modules)”) which will be advertised in the new semester. All UCC staff and students will then also have access to 7 equivalent courses from our UNIC partner universities in Spanish/Basque, Dutch, Croatian, Turkish, German, Finnish, and French.

UCC DIGITAL EDUCATION PLAN – NEARING COMPLETION

The Digital Education Leadership Forum (DELFL) was established in 2021 as part of the university’s Quality Enhancement Plan to the Thematic Review Teaching and Assessing with Technology Final Report. It is composed of the Vice President for Learning and Teaching, the Director of IT, the Co-Chair of Academic Council Learning and Teaching Committee and the Head of Digital Education.

As part of the UCC 2022 Pillar 1 work, DELFL have committed to producing UCC’s first Digital Education Plan. This will be visionary in nature, similar to our Digital Masterplan. It will not go into operation detail as many components of this are being addressed under [UCC 2022](#) planning and in other established processes and projects.

There has been significant consultation with staff around inputs to the DE Plan. In total 88 individuals received a direct invitation to workshops in May. A draft plan was sent to all workshop participants and other key stakeholders on June 23rd and an updated draft was considered by DELFL on October 12th. It will undergo a final consultation round via the four colleges and the Academic Council Learning and Teaching Committee before being submitted to Academic Board for approval.

The Plan is due to be finalised and hopefully approved by the end of Q4 2022.



LEARNING ANALYTICS IN UCC

The SATLE funded Learning Analytics LITE project, hosted by the Centre for Digital Education, ran from March 2021 to March 2022 with the aim of producing real case studies, providing examples of best practice and seeking to establish a community of practice within UCC to normalise the application of Learning Analytics to teaching and learning.

Following an expression of interest call, four successful contributing teams were announced in April'21 to undertake a diverse set of case studies. An overview of the project titles and leads are as follows:

- **CACSSS** Cindy O'Shea, Applied Social Studies. Piloting a learning tool in Canvas to substitute or supplement field work for student placements.
- **CUBS** Michael Murphy, Management and Marketing. Using Canvas analytics to gain insight into student engagement.
- **SEFS** Dr Aoife O'Sullivan, Chemistry. Development and Implementation of a Student Engagement Dashboard for Early Intervention and Laboratory Management.
- **CoMH** Dr Gabriella Iohom, Medicine. Investigating and analysing the effects of using Mixed Reality tools for scenario-based teaching practices.


In June'22, each team gave a presentation on the work conducted over the course of their studies along with findings of their research. A Contextual Study was also undertaken to examine the wider implications of Learning Analytics across the University, a short paper outlining this study will be published shortly.

These findings now form the basis of Learning Analytics policy and resources in development within the OVPLT CDE. These resources will be launched soon, including advice and guidance on how Learning Analytics can best be implemented within UCC.

TIPS FOR GETTING STARTED WITH LEARNING ANALYTICS


- 01

DESIGN WITH LEARNING ANALYTICS IN MIND




When preparing your course be sure to think about what kind of activities and data would help you in managing the class and achieving the Learning Outcomes.
- 02

UNDERSTAND YOUR AUDIENCE




The students taking part in your class are a diverse set of people and may not behave in the way that you are expecting. An ethical approach should always be taken with student analytics.
- 03

CHOOSE YOUR TOOLS WISELY




When selecting tools to use, check out what data and reports are available, make sure that the tools and methods you use will suit your needs and comply with GDPR regulations.
- 04

BE CONSISTENT



When using analytics in your course it is important to take a standardised approach to data management and analysis. More consistency leads to better data quality and improved results.
- 05

GET FEEDBACK



Context is king when it comes to Learning Analytics, your data won't always give the full story. Be aware of the gaps in your analysis and engage with students to get a bigger picture.

cde@ucc.ie

FOR STAFF

DIGITAL BADGES

2022 has been our busiest year to date with badge issuing. To date 90 different badges have been issued to 4,698 earners. In 2022 alone, there were 70 separate issuing events for 28 different badges to 816 unique recipients.

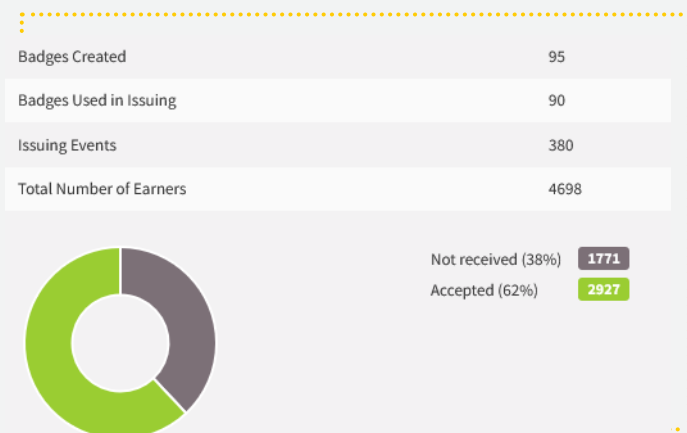


Figure 2 Summary of UCC Digital Badges Issued to Date

YEAR	UNIQUE RECIPIENTS
2022 (to start Oct)	816
2021	1,111
2020	904
2019	769
2018	373
2017	55

Figure 3 UCC Digital Badges Unique Recipients by Year

The table on the left shows how the number of badge recipients has grown year-on-year.

The figure below shows which badges have been most popular in terms of being issued.

Top Issued

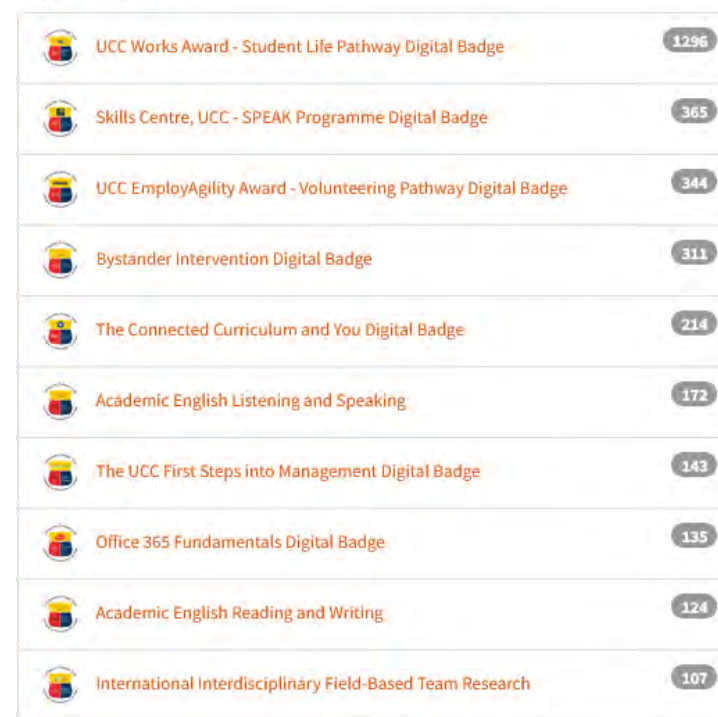


Figure 4 UCC Most Issued Digital Badges

Please check out our [Digital Badges](#) pages for more information on how to apply to develop and issue a digital badge in UCC.

FOR STAFF

LEARNING & TEACHING WITH THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)



Did you know that Ireland played a large role in the development of the SDGs? In 2014, Ireland's UN Ambassador David Donoghue was appointed to facilitate the final intergovernmental negotiations with Kenya's UN Ambassador Macharia Kamau. This appointment placed Ireland at the centre of intergovernmental negotiations on the Sustainable Development Agenda. Throughout 2015 the ambassadors brought together all UN member states, civil society, the private sector and others in a series of formal negotiating sessions and informal consultations. On 2nd August 2015, Ambassador Donoghue and Ambassador Kamau informed the gathering of all UN Member States that agreement had been reached, and they presented the final text Transforming Our World: the 2030 Agenda for Sustainable Development.

Ireland's progress against the SDGs is measured using a set of United Nations (UN) global and European Union (EU) agreed targets and indicators. Ireland's SDG data hub is a platform for reporting on progress towards the goals and sharing information on related initiatives and is a great place to keep up to date on progress towards the goals.

Higher Education institutions are vital spaces for responding to the SDGs, both in terms of the research activities and in supporting student learning. These challenges can feel quite complex and maybe feel a bit removed from what happens in the lecture or tutorial room, lab bench or clinical setting. But don't worry! The Learning and Teaching with the SDGs short course is here to support you to connect your discipline and your module to the SDGs.

Relevant to all staff who support student learning, on this course you'll hear student perspectives on the pressing need to integrate sustainability in teaching and learning. You will explore the connections between your module content and SDG targets, and find ways to deepen the integration of sustainability into your teaching to create genuine and transformative experiences for your students. This short, self-paced course was designed to result in useable outputs that you can directly slot into teaching, while linking to key theory and including practice examples from colleagues across UCC and internationally.

You can engage with whatever section is of interest to you, but you can also complete some of the tasks along the way and gain a digital badge. The course consists of four modules and corresponds to around 16 hours of participant effort.

Register today at <https://ucc.instructure.com/courses/46621> and take your first steps in integrating sustainability in teaching and learning.



FOR STAFF

What people are saying about Learning & Teaching with the SDGs

“As engineers and other disciplinarians, we need to actually look beyond our own disciplinary silos and look at other ways of doing things. It means a more active learning environment, more peer learning environment, and a more engaged learning environment than certainly would be traditionally the case in engineering.”

“I think there is an appetite amongst young people now, our students, to learn about sustainable development.”

“We need to take a collaborative, interdisciplinary approach to these issues. One of the most important things that we can do is have students as equal co-creators in this process because we want to develop a curriculum for sustainable development that equips students with the knowledge that they need and that will maximise both teaching and learning experiences.”

TEACH DIGI BYTESIZE SESSIONS

Since Tuesday 27th September, the Centre for Digital Education has been running a series of short online training sessions twice a week called 'Teach Digi Bytesize Sessions'.

These are short and focused sessions, designed to be as long as a coffee break, where we give a brief 10-15 minute demonstration around a specific feature in Canvas or Panopto.

We choose topics based on feedback from past training sessions, considering what we think will be of most interest to staff, and easily implemented to improve their Canvas courses. With these sessions we hope to illuminate helpful features in Canvas and Panopto that some staff may be less familiar with.

The demonstration is then followed by additional time for any questions staff may have around the topic covered.

The demonstrations are delivered by CDE Instructional Designers Michelle Donovan and Rianna Peck, while Head of Digital Education Tom O'Mara introduces the sessions to provide context around the feature being demonstrated.

The current list of topics being covered in this series is as follows:

- Improving the Initial Student Experience in Canvas
- People in Canvas
- Communicating in Canvas
- Discussion Boards in Canvas
- Quizzes in Canvas
- Assignments in Canvas
- Quizzes in Panopto
- Grading Assignments in SpeedGrader
- Gradebook in Canvas
- Accommodations in Canvas

Recordings of the Bytesize sessions to date can be found on the CDE's [Current Training page](#) on Sharepoint.

We are currently considering what our next block of training will look like, but we feel Canvas and Panopto is covered for now. (Maybe it isn't?) This is your opportunity to shape what support the Centre for Digital Education can provide you with, so **please get in touch if you have any ideas for future digital education training topics or see any gaps that we haven't covered.** You can email us at cde@ucc.ie or [book a consultation with us](#).

FOR STAFF

CDE SHAREPOINT SITE

You'll see our staff-facing site, <https://uccireland.sharepoint.com/sites/CentreforDigitalEducation2>, changing as we offer new training and services and re-organise information.

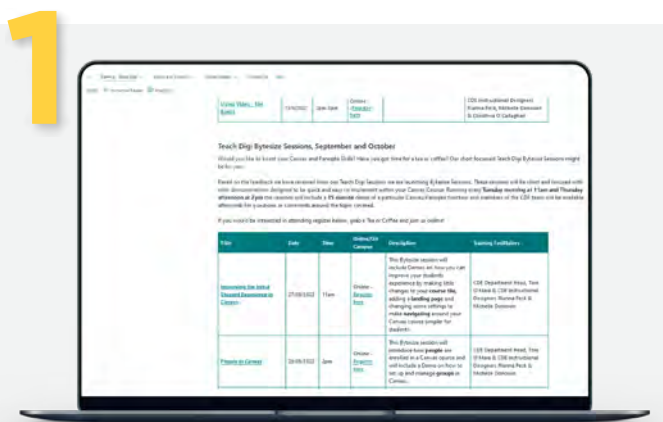


Figure 5 CDE Training and Advice Page

The Training area has been reorganised and now has a Current Training page so you can stay up to date with our various training offerings and recordings of previous training sessions.

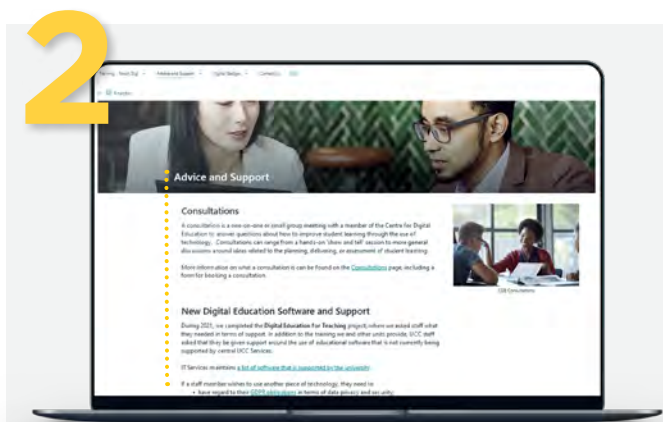


Figure 6 CDE Advice and Support Section

Our Advice and Support section now has a link to our new Consultations request form and a brand new Digital Education Software and Support Requests form. We'll be sending out more information on this in due course.

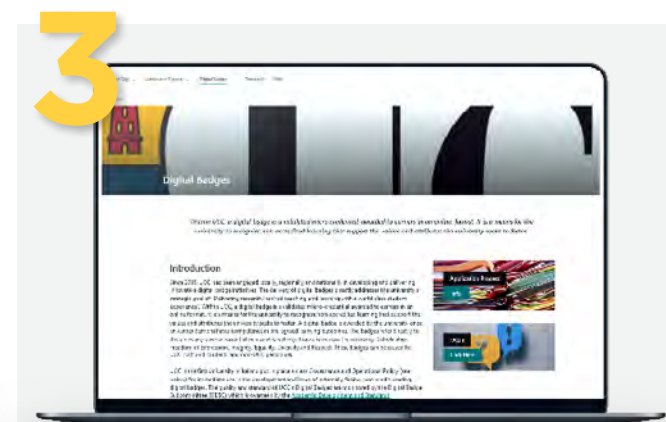


Figure 7 CDE Digital Badges Section

The Digital Badges section has been redesigned so it's hopefully clearer to staff how to go about applying for a digital badge.

We hope you find both these sites useful and remind you to update any bookmarks you may have saved from the old site.

Feedback is always welcome so please email us on [✉ cde@ucc.ie](mailto:cde@ucc.ie) if you see something we could do better.

CANVAS NA BUNRUDAÍ

Tá athás an domhan orainn go bhfuil ár físeán “**Fundamentals of Canvas**” ar fáil anois as gaeilge, **Canvas na Bunrudaí**.

We are delighted to share with you that our “Fundamentals of Canvas” video is now available in the Irish language, called “[Canvas na Bunrudaí](#)”.

Buíochas mór le Brian Ó Donnchadha, Ionad na Labhartha Gaeilge, don aistriúcháin. Ár buíochas chomh maith le Ríanna Peck & Michelle Donovan don obair iontach ar an bhfíseán agus buíochas le Clíodhna O’Callaghan don guth (voiceover).



Figure 8 Canvas na Bunrudaí

Seo í an nasc, here is the link:

<https://ucc.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=868c87e6-2d62-44b3-8d1d-aefc00986caf>



UPCOMING TRAINING WORKSHOPS FROM THE LANGUAGE CENTRE



Aoife Ní Mhurchú, UCC Language Centre

The Language Centre now offers two workshops aimed at staff working with international students and staff.

Upcoming workshop dates will be announced via the weekly Training and Development email and on the Staff Wellbeing and Development space on [Workvivo](#). Once advertised, places can then be booked via the [ESS portal](#), allowing staff to record their participation as part of their own continuing professional development in their online training profile. Further information is available on the [Language Centre](#) and [Staff Wellbeing and Development](#) websites.

The next Verbal Communication for the International Workplace is planned for Tuesday 6th December 2022 at 2.30pm.

These workshops are delivered online and designed to help all staff navigate the linguistically diverse environment of university life, whether communicating with students or colleagues from other language backgrounds or collaborating with international partners overseas. All staff are warmly invited to participate, as the workshop has been designed both for those whose first language is English or Irish as well as those for whom English is a second or additional language. Participants will have the chance to put into practice some insightful and useful techniques to achieve greater clarity in spoken communication. All queries about the workshop can be made to **Aoife Ní Mhurchú**. ✉ aoifenimhurchu@ucc.ie

FOR STAFF

NEW! ENGLISH LANGUAGE LEVELS WORKSHOP 1: UNDERSTANDING ENGLISH LANGUAGE LEVELS, INCLUDING CEFR & IELTS EXAM.

First workshop planned for 3pm, 9th November 2022

Overview: UCC has over 3,000 international students and all non-EU students are required to prove their proficiency in the English language. There are a number of exams that applicants can use as evidence of English and all of these can be aligned to the CEFR (**The Common European Framework of Reference for Languages**). The majority of students at UCC take the IELTS exam and each year the IELTS exam is taken by **more than 5 million people** in 140 countries. It is, therefore, very important that we understand what this exam entails and how it can help us to understand our students better.

This workshop gives an understanding of the admission requirement levels and the IELTS exam. It will be useful to all those in UCC who work with international students; in both admissions and in teaching settings.



Learning Outcomes

By the end of the workshop, you will:

- Have an understanding of what is meant by “English language level” with reference to the Common European Framework of Reference for Languages
- Have an overview of the content and context of the IELTS exam.
- Have an understanding of how the scoring system in IELTS specifically relates to students’ writing and speaking ability
- Have increased your awareness of the challenges that students face when taking this exam.
- Have had an opportunity to ask questions regarding English language qualifications for students.

Please contact **Kerry Platts** for more information about this workshop. ✉ kerry.platts@ucc.ie

TEACHER DEVELOPMENT REFRESHERS & WORKSHOP

<https://www.ucc.ie/en/media/academic/languagecentre/2022-2023/PosterforPedagogyWorkshops22-23.pdf>



LECTURE RECORDING POLICY

The Lecture Recording which was approved by Academic Board on the 1st June 2022 is now available on the [Policies Portal](#).



WE ARE UCC



The campus is our canvas and is the heart of our learning, teaching, research and insight.

As we all return to spending time together on campus, there are many events and activities being planned for students and staff in this new semester.

Everything from board games to choirs, open mic nights to discussion groups is available, right here in UCC.

A new webpage has been launched which makes it easier for you and our students to find out what is taking place across the university. Now [through this website](#) you can see what events are happening over the months ahead.

If you have an event that you think students and staff will be interested in [please submit it](#) here.

CHANGE TO DUOLINGO REQUIREMENTS

Duolingo	IELTS
85 - 90	5.5
95 - 100	6
105 - 115	6
120 - 125	6.5
130 - 135	7
140 - 145	7.5
150 - 155	8
160	8.5 - 9

The university has recently adjusted its admissions guidance in response to a new directive by the online Duolingo English Test (DET). Duolingo has published a new equivalency chart, showing DET 120/125 as equivalent to IELTS 6.5 (previously 105/110 was published as equivalent to IELTS 6.5). When the DET was initially accepted by UCC as an emergency measure during the 2020 Covid lockdown, the Language Centre had expressed concerns about its validity and reliability as a tool for university admission. For this reason, the Centre created an in-depth skills check to use as an additional measure in evaluating the academic English skills of applicants with 110/115 DET. The Centre has delivered over three hundred skills checks since 2020 and has data to support the greater reliability and validity of the skills check at 115+, and for this reason, the requirement for the skills check will now be removed. (Before and after tables below could be used if helpful)

COURSES

CERTIFICATE IN CPD IN DIGITAL EDUCATION

The Certificate in CPD in Digital Education is off to a great start this term with 17 participants from across UCC and Ireland. Looking at key ideas in digital education such as learning design, assessment and feedback, student engagement, and analytics, they're exploring the research behind these approaches and then applying these ideas to their own teaching practice.

The Certificate in CPD in Digital Education is a semester-long, 10-credit, Level 9 course and will run again starting in January. If you would like to receive updates on the programme, [please contact Dr Sarah Thelen directly](#) or [fill out the Expression of Interest form](#).



Julie Butters, UCC Language Centre

The Language Centre, in collaboration with ACE as administering body and CACSSS as academic lead college and SEFS, is delighted to launch a new International Master's Pathway (The IMP), designed to develop and raise a candidate's undergraduate grade and/or their academic and general English language skills, and to provide acculturation in the year prior to beginning a master's degree. The completely new programme draws on the latest best practice in the field, with critical friends from two leading UK institutions providing guidance and input into its content and approach: Professor Bee Bond from Leeds University Language Centre and Conrad Heyns, Director of Centre for Academic Language and Literacies at Goldsmiths, University of London.



COURSES

INTERNATIONAL MASTER'S PATHWAY (THE IMP)

QUICK FACTS

PROGRAMME OVERVIEW

A two-semester programme for international pre-master's students seeking to meet the required **academic qualification** and/or the **English language level** for **automatic progression** to a **participating master's programme**.

Students on the pathway must be in receipt of a conditional offer from a participating master's programme. Successful completion of the pathway will enable the student to convert to a full offer by raising their undergraduate level by one class (3:1 to 2:2 or 2:2 to 2:1) and/or their language level by the equivalent of one band of IELTS (IELTS 5.5 to 6.5 or 6.0 to 7.0).

The programme comprises 60 credits: 40 module credits in general and disciplinary-context postgraduate academic discourse and skills provided by the Language Centre, and 20 credits of final year undergraduate modules provided by the intended master's programme.

Fee: €12,500 (CACSSS provide a progression scholarship of 25%; SEFS provide a scholarship of 20%).

AWARD

Level 8 Special in Academic Discourse and Skills. Students must both meet the required level for the award and the required level for progression to their chosen master's

PARTICIPATING MASTER'S PROGRAMMES PILOT YEAR 2023

Various programmes from CACSSS, M&H and CUBS/Law. See course listing for the possible tracks: <https://www.ucc.ie/en/imp/>

WHY DO WE NEED A PRE-MASTER'S PATHWAY?

Despite the raising of admissions requirements in 2023 to IELTS 6.5 minimum

a standard, English language tests only provide a limited snapshot of language skill, and not of academic literacy.

The challenges of postgraduate study for international students and those who do not speak English as a first language are well documented, both in research and anecdotally by tutors who witness the struggles of students who must swiftly absorb a new academic culture and set of conventions, sometimes with limited academic discourse and skills.

A student who comes through the International Master's Pathway will be well-prepared for the challenges of a full-time master's programme, in that they will have UCC-context disciplinary knowledge and discourse; already feel part of the UCC student community, have overcome both general culture shock and academic culture shock; have demonstrated understanding of the core academic discourse and skills requirements, and be more independent learners. And finally, they will join those who start their master's programme after completing an undergraduate degree at UCC, with a set of shared assumptions and expectations about study at UCC

ENTRY REQUIREMENTS

IELTS 5.5 in all skills ((for 6.5 admission) or 6.0 in all skills (for 7.0 admission) Academic no more than one band below required for entry to chosen master's (eg 2:2 for a 2:1 entry master's with percentage grades specified). Interview/application approval: by the Language Centre team and the master's programme team.

Other: any specific requirement for the chosen master's programme (eg professional licence).

LENGTH

One year diploma followed by the master's programme

FIND OUT MORE

Information for Master's programmes who may wish to opt in to this scheme

[Information for Participating Master's Programmes.pptx](#)

Contact programme lead **Julie Butters**, or academic anchor, **Martin Howard** via

✉ academicenquiries@ucc.ie

COURSES

PG CERT IN PROFESSIONAL PRACTICE & LEADERSHIP IN HIGHER EDUCATION

The first of its kind, this part-time course is offered as a flexible learning opportunity for professionals working in an administrative or academic role in Higher Education.

This is an ideal programme for those looking to formalise their experience, develop their leadership potential, and enhance their skillset and professional competencies in the Higher Education (HE) sector.

With a unique focus on leadership in higher education, participants in this part-time programme will explore the higher education landscape and operations, discover the latest insights into the development of policy and practice and connect with peers across the HE sector via a virtual and in-person learning environment. This course allows you to engage in peer learning, gain a professional qualification, and grow your network, both nationally and internationally.

This part-time programme is delivered over one academic year, using a blended learning model with online and face-to-face instruction. The programme consists of four modules, worth 30 credits in total:

- **MG6104** Understanding, Navigating, and Implementing Change - 5 credits
- **TL6101** Higher Education Landscape - 10 credits
- **TL6102** Innovative Practices in Higher Education - 5 credits
- **TL6013** Reflective Leadership Practices - 10 credits



First cohort of the Professional Practice in Leadership course 2022/23

First cohort of the **Professional Practice in Leadership** course 2022/23
<https://www.ucc.ie/en/pcplhe/>



PEOPLE

EUGENE CAMPBELL – CDE



Q: Welcome to UCC Eugene, we're delighted to have you on board. Can you tell us a little about yourself, where you're from and how you got to UCC?

I was born and raised in Co. Wexford. Predictably, during these formative years my main preoccupations were going to the beach and strawberries, and opera? Well, not strawberries or opera per se, but I was very much involved in Wexford's thriving music scenes. This passion for music led me to Waterford where I graduated with a BA in Music. My first administration role was with Wexford County Council where I worked closely with the then Arts Officer, Rosaleen Molloy, who later went on to become National Director of Music Generation. Being involved in that branch of Local Government was extremely fulfilling as it covered Arts in Health, Education, and Community Music. When I moved to York, I began working at the University there where my wife was also employed. Returning to Ireland was always part of the plan, and Cork as a destination was always our preferred or dream location. So, you could say, joining UCC is a dream come true [pause for applause]

Q: So, Wexford, how do you rate your hopes for the next Liam McCarthy?

If I'm honest, my first reaction to that question would be... is that the one where they use sticks? [pause for being pelted with sliotars]

Q: Sorry, as a Tipp man, I had to ask. You worked in York, well known for its historical significance. Did you get to enjoy much of that when you lived there?

Absolutely! York has worked assiduously to preserve its historic elements. The city-hugging Roman walls and grandiose Minster never failed to impress. For a more modern experience the nearby Yorkshire Sculpture Park gave us the chance to enjoy the work of world class artists such as Ai Weiwei and Bill Viola in a unique setting.

Q: Outside of work Eugene, what keeps you busy?

Being a dad to my nearly 7 year old daughter takes up about 90% of my time but it's 100% rewarding. When I have a free moment, I love to create electronic music and surf. I'm definitely more competent at the former!

Q: Your role is Digital Education Support Assistant. Can you describe for readers what you do in the CDE?

I provide administrative, technical and design support to the rest of the CDE team. This includes liaising with the Finance Office, preparing documentation and of course looking after the Digital Badge application and awarding process. An added bonus to my role is that I get to learn from my fellow team members, who are, as far as I'm concerned, certified 'tech ninjas'!

Q: What do you think we have learned, if anything, about the role of technology during the pandemic?

I think, through necessity, we have all experienced the full gamut of what technology can bring to our working lives. From the boon of remote, real-time collaboration to the natural frustrations around getting to grips with new tech in what can feel like high stakes situations such as live lectures or job interviews. Technology at its best is a fantastic tool for making the things that we want to accomplish easier and hopefully more impactful.

Q: Any thoughts on what the future might hold for us, in terms of digital education or technology generally?

I think the number of well-produced technological solutions will continue to grow and find their way into our working lives. In the face of this growth, ensuring that our own competence and resulting confidence in using technology keeps up, will be increasingly important.

Q: Some quickfire questions.... you told me you like your coffee. Got any recommendations for a nice cup or a good place to get one?

Filter, on George's Quay is well worth a visit.

Q: What's your favourite book?

An early favourite was definitely Middlemarch by George Eliot. More recent highlights include The Age of Innocence by Edith Wharton and Frank Herbert's Dune because I'm not like totally stuck in the past!

Q: Favourite movie?

Badlands (Malick), Barry Lyndon (Kubrick), Zodiac (Fincher), Arrival or Sicario (Villeneuve). Don't even try to make me choose!

Q: Best live gig you've ever been to...

So many, but for pure transcendence, Philip Glass performing on solo piano at St Patrick's Cathedral, Dundalk is the one that stays with me most.

Q: A genie grants you one wish, to be transported somewhere for one perfect day. Describe what that might be.

A quiet, sunny beach with my family where the waves are just right.

PEOPLE

MEET MARIA LOTTY

Dr Maria Lotty is a Senior Coordinator (Health and Social Care) and Lecturer at the Centre for Adult Continuing Education (ACE), University College Cork. She joined ACE in 2021 after over 20 years of social work experience that reflects a comprehensive experience of working with children and families in assessment, therapeutic and project management roles.

Maria holds a Bachelor of Social Science degree from University College Cork and a Masters in Arts (Social work) from Goldsmiths College, University of London.

Maria completed her PhD in Arts (Social Work) in 2019. This involved leading a successful research collaboration between UCC (University College Cork) and Tusla, Child and Family Agency. The collaboration produced a promising intervention entitled Fostering Connections: The Trauma-informed Foster Care Programme. This programme has made a significant contribution to the development of trauma-informed care in the fostering services in Ireland.

Maria is passionate about improving outcomes for children and families that have experienced trauma. In her role in ACE she developed the Continuing Professional Development Certificate in Trauma-informed Care: Theory and Practice: <https://www.ucc.ie/en/ace-ccpdtc/> which she coordinates and teaches on. This successful programme supports front-line practitioners who work directly with children, and families who have experienced trauma to develop their practice of trauma-informed care. This is a ground-breaking programme, the first University accredited programme in trauma-informed care in Ireland, and it draws from Maria's PhD research and extensive front-line social work professional experience. Further to this she has developed the Continuing Professional Development Certificate in Trauma-informed Practice in Education. This programme aims to support early years professional, primary and secondary school teachers. All of whom have a unique role to play in supporting children and families in their journey in addressing the impact of traumatising experiences. Maria is delighted to be coordinating and teaching on this programme as she prepares for its first iteration in January 2023.



Dr Maria Lotty, ACE

Maria's research interests are in therapeutic interventions for children and families in social work contexts, programme development and evaluation with a focus on continuous professional

development for practitioners across the health, social care, and education sectors. Her teaching primarily supports professionals to practice trauma-informed care.

OVPLT SEMESTER COFFEE MORNING



Sally Orren, Sarah Armstrong and Vivienne Lordan, UCC Language Centre



Zoe Williams, Director, UCC Language Centre; Clíodhna O'Callaghan, Centre for Digital Education.



Nadine Carroll, Language Centre; Catherine O'Mahony, Director of Centre for Integration of Research, Learning and Teaching; Jacqui Churcher, OVPLT and Centre for CPD.



Anna Santucci, Centre for the Integration of Research, Teaching and Learning; Gayle Atkinson, Finance Office and Tom O'Mara, Head of Centre for Digital Education.



Clíodhna O'Callaghan and Eugene Campbell, Centre for Digital Education



Nadine Carroll, Language Centre; Catherine O'Mahony, Director of Centre for Integration of Research, Learning and Teaching; Rosarri Griffin, OVPLT and Centre for Global Development.

OVPLT eNewsletter

Office of the Vice President for Learning & Teaching

November 2022

